



Georgia Department of Education

Richard Woods, Georgia's School Superintendent  
*"Educating Georgia's Future"*

# HEALTH EDUCATION

**Georgia Standards of Excellence (GSE).**

**Grade 6 -Grade 8**

# Health Education Georgia Standards of Excellence

## Table of Contents

O.C.G.A. § 20-2-143 .....	3
State Board of Education Rule .....	4
Sixth Grade .....	7
Seventh Grade .....	16
Eighth Grade .....	24

Any parent or legal guardian of a child to whom the course of study set forth in this Code section (O.C.G.A. § 20-2-1430) is to be taught shall have the right to elect, in writing, that such child not receive such course of study.

## Health Education Georgia Standards of Excellence

### **O.C.G.A. § 20-2-143**

Copy Citation

Current through the 2019 Regular Session of the General Assembly and HB 276 and HB 444 of the 2020 Regular Session of the General Assembly

#### **§ 20-2-143. Sex education and AIDS prevention instruction; implementation; student exemption**

(a) Each local board of education shall prescribe a course of study in sex education and AIDS prevention instruction for such grades and grade levels in the public school system as shall be determined by the State Board of Education. Such course of study shall implement either the minimum course of study provided for in subsection (b) of this Code section or its equivalent, as approved by the State Board of Education. Each local board of education shall be authorized to supplement and develop the exact approach of content areas of such minimum course of study with such specific curriculum standards as it may deem appropriate. Such standards shall include instruction relating to the handling of peer pressure, the promotion of high self-esteem, local community values, the legal consequences of parenthood, and abstinence from sexual activity as an effective method of prevention of pregnancy, sexually transmitted diseases, and acquired immune deficiency syndrome.

(b) The State Board of Education shall prescribe a minimum course of study in sex education and AIDS prevention instruction which may be included as a part of a course of study in comprehensive health education for such grades and grade levels in the public school system as shall be determined by the state board and shall establish standards for its administration. The course may include instruction concerning human biology, conception, pregnancy, birth, sexually transmitted diseases, and acquired immune deficiency syndrome. The course shall include instruction concerning the legal consequences of parenthood, including, without being limited to, the legal obligation of both parents to support a child and legal penalties or restrictions upon failure to support a child, including, without being limited to, the possible suspension or revocation of a parent's driver's license and occupational or professional licenses. The course shall also include annual age-appropriate sexual abuse and assault awareness and prevention education in kindergarten through grade nine. A manual setting out the details of such course of study shall be prepared by or approved by the State School Superintendent in cooperation with the Department of Public Health, the State Board of Education, and such expert advisers as they may choose.

(c) The minimum course of study to be prescribed by the State Board of Education pursuant to subsection (b) of this Code section shall be ready for implementation not later than July 1, 1988. Each local board shall implement either such minimum course of study or its equivalent not later than July 1, 1989. Any local board of education which fails to comply with this subsection shall not be eligible to receive any state funding under this article until such minimum course of study or its equivalent has been implemented.

(d) Any parent or legal guardian of a child to whom the course of study set forth in this Code section is to be taught shall have the right to elect, in writing, that such child not receive such course of study.

Any parent or legal guardian of a child to whom the course of study set forth in this Code section (O.C.G.A. § 20-2-1430) is to be taught shall have the right to elect, in writing, that such child not receive such course of study.

## State Board of Education Rule

Code: IDB

160-4-2-.12 COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION PROGRAM PLAN.

### (1) DEFINITIONS.

- (a) Alcohol and other drug use education – a planned program of instruction that provides information about the use, misuse and abuse of alcohol, tobacco, legal and illegal drugs.
- (b) Disease prevention education – a planned program of instruction that provides information on how to prevent chronic and infectious diseases, including sexually transmitted diseases.
- (c) Psychomotor skills – skills that use hands-on practice to support cognitive learning for cardiopulmonary resuscitation (CPR) and use of an automated external defibrillator (AED).
- (d) Sex education/AIDS education – a planned program that shall include instruction relating to the handling of peer pressure, promotion of high self-esteem, local community values, and abstinence from sexual activity as an effective method of preventing acquired immune deficiency syndrome and the only sure method of preventing pregnancy and sexually transmitted diseases. This instruction shall emphasize abstinence from sexual activity until marriage and fidelity in marriage as important personal goals.
- (e) Fitness assessment program – annual assessment measuring and reporting health related fitness in the areas of aerobic capacity, body composition, flexibility, muscular strength, and muscular endurance.

### (2) REQUIREMENTS.

(a) The local board of education shall develop and implement an accurate, comprehensive health and physical education program that shall include information and concepts in the following areas.

1. Alcohol and other drug use
2. Disease prevention
3. Environmental health
4. Nutrition
5. Personal health
6. Sex education/AIDS education
7. Safety
8. Mental health
9. Growth and development
10. Consumer health
11. Community health
12. Health careers
13. Family living
14. Motor skills
15. Physical fitness

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## Health Education Georgia Standards of Excellence

- 16. Lifetime sports
- 17. Outdoor education
- 18. Fitness assessment

(b) Each school containing any grade K-5 shall provide a minimum of 90 contact hours of instruction at each grade level K-5 in health and physical education.

(c) Each school containing any grade 6-12 shall make available instruction in health and physical education.

(d) Each school containing any grade K-12 shall provide alcohol and other drug use education on an annual basis at each grade level.

(e) Each local board of education shall develop procedures to allow parents and legal guardians to exercise the option of excluding their child from sex education and AIDS prevention instructional programs.

1. Sex education and AIDS education shall be a part of a comprehensive health program.

2. Sex education shall also include annual age-appropriate sexual abuse and assault awareness and prevention education in kindergarten through grade 9.

3. Prior to the parent or legal guardian making a choice to allow his or her child or ward to take the specified unit of instruction, he or she shall be told what instruction is to be provided and have the opportunity to review all instructional materials to be used, print and nonprint. Any parent or legal guardian of a child to whom a course of study in sex education is to be taught shall have the right to elect, in writing, that such child not receive such course of study.

(f) Each local board of education shall establish a committee to review periodically sex/AIDS education instructional materials and make recommendations concerning age/grade level use. Recommendations made by the committee shall be approved by the local board of education before implementation. The committee shall be composed primarily of nonteaching parents who have children enrolled in the local public schools and who represent the diversity of the student body augmented by others such as educators, health professionals and other community representatives. The committee shall also include a male and female student currently attending the 11th or 12th grade in the public schools.

(g) Beginning in the 2011-2012 school year, each local school system shall conduct an annual fitness assessment program, as approved and funded by the State Board of Education, one time each school year for students in grades one through 12, to be conducted only during a physical education course that is taught by a certificated physical education teacher in which a student is enrolled. Such assessments shall include methods deemed by the State Board of Education as appropriate to ascertain levels of student physical fitness. Each local school system shall report the individual results of the fitness assessment to the parent or guardian of each student assessed and the aggregate results of the fitness assessments by school to the State Board of Education annually in a format approved and funded by the State Board of Education. The minimum required contents of the report shall be determined by the State Board of Education.

(h) Beginning in the 2013-2014 school year, each local board of education which operates a school with grades nine through 12 shall provide instruction in cardiopulmonary resuscitation and the use of an automated external defibrillator to its students as a requirement within one of the required health or

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## Health Education Georgia Standards of Excellence

physical education courses (Health (17.011), Health and Personal Fitness (36.051), or Advanced Personal Fitness (36.061)) to satisfy this requirement. Such instruction shall incorporate the psychomotor skills necessary to perform cardiopulmonary resuscitation and to use an automated external defibrillator. Each local board of education shall report adherence to this requirement as determined by the Georgia Department of Education. The instructional program shall include either of the following:

1. An instructional program developed by the American Heart Association or the American Red Cross, or
2. An instructional program which is nationally recognized and is based on the most current national evidence based emergency cardiovascular care guidelines for
- 3 cardiopulmonary resuscitation and the use of an automated external defibrillator.

Authority O.C.G.A. §§ 20-2-142(b), (c); 20-2-143; 20-2-149.1; 20-2-777. Adopted: August 23, 2018  
Effective: September 12, 2018

Note: As the topic of sex education comes under the purview of local boards of education, such standards listed below may be removed from instruction in as they may come into conflict with a local course of study.

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# Health Education Georgia Standards of Excellence

## Sixth Grade Health Education

**Course: 17.00700**

*Students in sixth grade generate and choose positive alternatives to risky behaviors. They use skills to resist peer pressure and manage stress and anxiety. Students are able to relate health choices (e.g., nutritional, physical activity) to alertness, feelings, and performance at school or during physical activity. Students exhibit a healthy lifestyle, interpret health information, and promote good health.*

<b>Description:</b> Students will comprehend concepts related to health promotion and disease prevention to enhance health. Students will understand basic personal health concepts that help maintain healthy behaviors and prevent disease. Sixth-grade students will identify actions and behaviors to prevent injuries, diseases, and disorders.		
<b>HE6.1:</b> Students will comprehend concepts related to health promotion and disease prevention to enhance health.		
	<b>Expectations</b>	<b>Evidence of Student Learning</b>
HE6.1.a	Compare how healthy behaviors and risk practices impact personal health.	<p>Example</p> <ul style="list-style-type: none"> <li>• Being physically active</li> <li>• Dental care</li> </ul>
HE6.1.b	Identify the interrelationships of emotional and social health in adolescence.	<p>Example</p> <ul style="list-style-type: none"> <li>• Impulsive behavior</li> <li>• Confront a situation with calmness and confidence</li> </ul>
HE6.1.c	Examine how one’s surroundings impact personal health and well-being.	<p>Example</p> <ul style="list-style-type: none"> <li>• Recreational facilities where you live</li> <li>• Available healthy food options</li> <li>• Environment</li> </ul>
HE6.1.d	Practice ways to reduce or prevent injuries.	<p>Example</p> <ul style="list-style-type: none"> <li>• Awareness of toxic shock syndrome dangers and symptoms</li> <li>• Wear a seat belt</li> <li>• Swim in a safe, designated area</li> </ul>
HE6.1.e	Identify how health care can promote personal health and well-being.	<p>Example</p> <ul style="list-style-type: none"> <li>• Dental care</li> <li>• Sports physicals</li> </ul>
HE6.1.f	Identify the benefits of practicing healthy behaviors.	<p>Example</p> <ul style="list-style-type: none"> <li>• Less accidental injuries</li> <li>• Less stress</li> </ul>

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## Health Education Georgia Standards of Excellence

HE6.1.g	Describe the consequences of engaging in unhealthy behaviors.	Example <ul style="list-style-type: none"> <li>• Sick more often</li> <li>• Addiction</li> </ul>
HE6.1.h	Explain the importance of choosing healthy foods and beverages.	Example <ul style="list-style-type: none"> <li>• Healthy breakfast helps students throughout the day</li> <li>• Healthy foods support bone health</li> <li>• Water instead of sugary drinks support dental health</li> </ul>

**Description:** Students will comprehend concepts related to health promotion and disease prevention to enhance health. Students will understand basic personal health concepts that help maintain healthy behaviors and prevent disease. Sixth-grade students will identify actions and behaviors to prevent injuries, diseases, and disorders.

**HE6.1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

	Expectations	Evidence of Student Learning
HE6.1.i	Describe why household products are harmful if ingested or inhaled.	Example <ul style="list-style-type: none"> <li>• Warnings on labels</li> <li>• Toxicity may be from ingested or inhaled</li> </ul>
HE6.1.j	Differentiate short and long-term effects of alcohol, tobacco, and/or other drug use, including social and legal implications.	Example <ul style="list-style-type: none"> <li>• Vaping</li> <li>• Opioids</li> <li>• Marijuana</li> <li>• Weight loss pills</li> <li>• Performance-enhancing drugs</li> </ul>
HE6.1.k	Describe positive alternatives to using alcohol and other drugs.	Example <ul style="list-style-type: none"> <li>• Sports</li> <li>• Volunteering to help in your community</li> </ul>
HE6.1.l	Analyze the characteristics of healthy relationships.	Example <ul style="list-style-type: none"> <li>• Mutual respect</li> <li>• Trust</li> <li>• Honesty</li> <li>• Compromise</li> <li>• Individuality</li> <li>• Good communication</li> <li>• Anger control</li> <li>• Understanding</li> </ul>

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HE6.1.m	Describe the short and long-term effects of engaging in risky behaviors. See O.C.G.A 20-2-143.	Example <ul style="list-style-type: none"> <li>• Skateboarding without a helmet</li> <li>• Tobacco use</li> </ul>
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**Description:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Sixth-grade students will compare how family, peers, culture, and media positively and negatively influence personal and family health. Students will review how laws, rules, and regulations influence health promotion and risk reduction.

**HE6.2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

	Expectations	Evidence of Student Learning
HE6.2.a	Describe the influences on adolescence.	Example <ul style="list-style-type: none"> <li>• Family</li> <li>• Community</li> <li>• Culture</li> <li>• Peers</li> <li>• Values</li> <li>• Media</li> <li>• Technology</li> </ul>
HE6.2.b	Identify the influence of various cultures on health beliefs and practices.	Example <ul style="list-style-type: none"> <li>• Research health beliefs and practices in different countries and time periods</li> <li>• Discuss differences in the expectations for healthy behaviors from different cultures</li> </ul>
HE6.2.c	Explain how peers influence healthy behaviors.	Example <ul style="list-style-type: none"> <li>• Describe activity peers are involved in that could increase personal physical activity levels</li> <li>• Explain the influence of a helpful bystander when observing a classmate being bullied</li> </ul>
HE6.2.d	Identify how the community can impact personal health practices and behaviors.	Example <ul style="list-style-type: none"> <li>• Identify service activities being offered in the community</li> <li>• Give examples of the programs provided at local businesses that help improve personal health</li> </ul>

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HE6.2.e	Illustrate how media messages influence health behaviors.	<p>Example</p> <ul style="list-style-type: none"> <li>• An online advertisement’s exposure linked to drinking behavior</li> <li>• Advertising for tobacco products is associated with susceptibility to cigarette smoking</li> </ul>
HE6.2.f	Explain the influence of technology on family health.	<p>Example</p> <ul style="list-style-type: none"> <li>• Positive influence: help the family to reach each other in case of any trouble</li> <li>• Negative influence: may limit time for outdoor physical activities</li> </ul>
HE6.2.g	Explain the harmful effects of explicit media, messaging, and images on self-esteem body image, and relationships.	<p>Example</p> <ul style="list-style-type: none"> <li>• Messages</li> <li>• Videos</li> <li>• Music</li> <li>• Language</li> <li>• Gestures</li> <li>• Photographs</li> <li>• Text images</li> </ul>
HE6.2.h	Identify norms that influence health behaviors.	<p>Example</p> <ul style="list-style-type: none"> <li>• Identify norms that impact healthy behaviors such as using safety belts</li> <li>• Drinking an adequate amount of water</li> <li>• Give examples of group norms that improve the physical, emotional, and social health of an individual</li> </ul>
HE6.2.i	Compare how choices influence healthy and unhealthy behaviors.	<p>Example</p> <ul style="list-style-type: none"> <li>• Choices in snack and meal selections</li> <li>• Choices in activities in free time</li> <li>• How to respond to peer pressure</li> </ul>
HE6.2.j	Identify how school and public health policies can influence health promotion.	<p>Example</p> <ul style="list-style-type: none"> <li>• School provision for physical activity</li> <li>• School bullying policy</li> <li>• Public health policy on vaccinations</li> </ul>

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<p><b>Description:</b> Students will demonstrate the ability to access valid information, products, and services to enhance health. Students will access valid health information and health-promoting products and services. Sixth-grade students will identify and access valid health resources and services that promote healthy living within the home, school, and community.</p>		
<p><b>HE6.3:</b> Students will demonstrate the ability to access valid information, products, and services to enhance health.</p>		
	<b>Expectations</b>	<b>Evidence of Student Learning</b>
HE6.3.a	Determine and examine the validity of health information, products, and services to prevent and detect health problems.	<p>Example</p> <ul style="list-style-type: none"> <li>• Reliable/unreliable web information</li> <li>• Facts/opinions</li> </ul>
HE6.3.b	Identify valid health information from home, school, and community that enhances health.	<p>Example</p> <ul style="list-style-type: none"> <li>• Products</li> <li>• Services</li> <li>• Supports</li> </ul>
HE6.3.c	Determine the accessibility of products that enhance and promote health.	<p>Example</p> <ul style="list-style-type: none"> <li>• Current information and source of information</li> </ul>
HE6.3.d	Describe circumstances that may require professional health services and resources.	<p>Example</p> <ul style="list-style-type: none"> <li>• Infections</li> <li>• Poisoning</li> <li>• Suspected violence against a child</li> </ul>

<p><b>Description:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Students will use effective communication skills to enhance personal, family, and community health. Sixth-grade students will use verbal and nonverbal communication to maintain healthy personal relationships.</p>		
<p><b>HE6.4:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>		
	<b>Expectations</b>	<b>Evidence of Student Learning</b>
HE6.4.a	Demonstrate effective verbal and nonverbal communication skills to enhance personal health and well-being.	<p>Example</p> <ul style="list-style-type: none"> <li>• Use appropriate facial expression</li> <li>• Aligned with words and actions</li> <li>• Avoid I message</li> <li>• Avoid blame</li> </ul>
HE6.4.b	Demonstrate effective conflict management or resolution strategies.	<p>Example</p> <ul style="list-style-type: none"> <li>• Remain calm</li> <li>• Be respectful</li> <li>• Do not escalate the conflict</li> <li>• Walk away</li> <li>• Non-violent and non-verbal communication to help prevent violence</li> </ul>

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<p><b>Description:</b> Students will demonstrate the ability to use decision-making skills to enhance health. Students will use decision-making skills to identify, apply, and maintain health-enhancing behaviors. Sixth-grade students will evaluate whether a behavior is healthy or not and recognize unhealthy behaviors as posing a danger to well-being.</p>		
<p><b>HE6.5:</b> Students will demonstrate the ability to use decision-making skills to enhance health.</p>		
	<b>Expectations</b>	<b>Evidence of Student Learning</b>
HE6.5.a	Analyze influences in making an unhealthy or healthy choice.	<p>Example</p> <ul style="list-style-type: none"> <li>• Does the influence foster:               <ul style="list-style-type: none"> <li>○ Healthy behavior</li> <li>○ Safe behavior</li> <li>○ Legal behavior</li> <li>○ What a parent or guardian would consider responsible behavior</li> <li>○ Good character</li> <li>○ Self-respect and respect for others</li> </ul> </li> </ul>
HE6.5.b	Identify situations that may require a decision-making process.	<p>Example</p> <ul style="list-style-type: none"> <li>• Bullying situation</li> <li>• Friends offer to try vaping product</li> </ul>
HE6.5.c	Distinguish whether the individual should make decisions or if help should be sought.	<p>Example</p> <ul style="list-style-type: none"> <li>• Safety</li> <li>• Possible harm to self or others</li> <li>• Legal considerations</li> </ul>
HE6.5.d	Choose between healthy and unhealthy alternatives to health-related situations.	<p>Example</p> <ul style="list-style-type: none"> <li>• Use model or combination of models with a health choice situation</li> <li>• <b>Sample Model</b> <ul style="list-style-type: none"> <li>Step 1: Identify the decision</li> <li>Step 2: Brainstorm the options</li> <li>Step 3: Seek help or assistance</li> <li>Step 4: Make a decision</li> <li>Step 5: Describe the outcome</li> </ul> </li> </ul>
HE6.5.e	Study the potential short-term consequences of healthy and unhealthy alternatives on self and others.	<p>Example</p> <ul style="list-style-type: none"> <li>• Nutrition and personal food choices</li> <li>• Dental care</li> <li>• Physical activity versus screen time</li> </ul>
HE6.5.f	Decide which alternatives are healthy when making a decision.	<p>Example</p> <ul style="list-style-type: none"> <li>• Review options</li> <li>• Seek help or research alternatives</li> <li>• Decide is the option a positive for emotional or physical health</li> </ul>
HE6.5.g	Predict the outcomes of a health-related decision.	<p>Example</p> <ul style="list-style-type: none"> <li>• Physical activity outcomes are feeling better, improve cardio fitness, improve concentration, can be enjoyed with friends</li> </ul>

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<p><b>Description:</b> Students will demonstrate the ability to use goal-setting skills to enhance health. Students will use goal-setting skills to identify, apply, and maintain health-enhancing behaviors. Sixth-grade students will understand and use the specific steps that are necessary to set and achieve both short-term and long-term health goals.</p>		
<p><b>HE6.6:</b> Students will demonstrate the ability to use goal-setting skills to enhance health.</p>		
	<b>Expectations</b>	<b>Evidence of Student Learning</b>
HE6.6.a	Assess personal health practices.	<p>Example</p> <ul style="list-style-type: none"> <li>• Disease risk</li> <li>• Personal hygiene</li> <li>• Eating habits</li> <li>• Safety behaviors</li> </ul>
HE6.6.b	Choose a personal health practice with a goal for adoption.	<p>Example</p> <ul style="list-style-type: none"> <li>• Journaling</li> <li>• Health tracker</li> <li>• Support person</li> </ul>
HE6.6.c	Develop a plan to achieve a personal health goal.	<p>Example</p> <ul style="list-style-type: none"> <li>• Select a goal-setting model</li> </ul> <p><b>Sample Model</b></p> <ol style="list-style-type: none"> <li>1. Write clear and measurable goals</li> <li>2. Create a specific action plan</li> <li>3. Read your goals and visualize yourself accomplishing them.</li> <li>4. Reflect on your progress</li> <li>5. Revise if needed.</li> <li>6. Celebrate accomplishments</li> </ol>
HE6.6.d	Explain how personal health goals can vary with changing priorities.	<p>Example</p> <ul style="list-style-type: none"> <li>• The level of fitness needed to be on the track team increases priority for the level of intensity of fitness activities</li> </ul>

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<p><b>Description:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Sixth-grade students will practice health-enhancing behaviors that contribute to their well-being and a positive quality of life. By accepting responsibility for personal health, students will build a foundation for living a healthy and productive life.</p>		
<p><b>HE6.7:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>		
	<b>Expectations</b>	<b>Evidence of Student Learning</b>
HE6.7.a	Identify the importance of accepting responsibility for personal health behaviors.	<p>Example</p> <ul style="list-style-type: none"> <li>• Discuss consequences for health behaviors                             <ul style="list-style-type: none"> <li>◦ Not enough sleep may limit the ability to concentrate in school</li> </ul> </li> <li>• Roleplay</li> </ul>
HE6.7.b	Demonstrate healthy behaviors that will maintain or improve the health of self and/or others.	<p>Example</p> <ul style="list-style-type: none"> <li>• Bullying prevention</li> <li>• Not littering</li> <li>• Choosing healthy foods</li> </ul>
HE6.7.c	Model practices to avoid or reduce health risks to self and/or others.	<p>Example</p> <ul style="list-style-type: none"> <li>• Healthy eating</li> <li>• Stress relief techniques</li> </ul>

<p><b>Description:</b> Students will demonstrate the ability to advocate for personal, family, and community health. Sixth-grade students will apply advocacy skills that encourage others to adopt health-enhancing behaviors.</p>		
<p><b>HE6.8:</b> Students will demonstrate the ability to advocate for personal, family, and community health.</p>		
	<b>Expectations</b>	<b>Evidence of Student Learning</b>
HE6.8.a	Investigate a health position or practice and support it with valid information.	<p>Example</p> <ul style="list-style-type: none"> <li>• Physical activity for disease prevention</li> <li>• Reliable organizations such as the American Heart Association</li> </ul>
HE6.8.b	Identify strategies that will support others in positive choices regarding their health.	<p>Example</p> <ul style="list-style-type: none"> <li>• Create a message with positive health themes such as brushing teeth, wearing sunblock</li> <li>• Encourage friends and family to drink water</li> </ul>
HE6.8.c	Collaborate with others to advocate for healthy lifestyles and/or choices.	<p>Example</p> <ul style="list-style-type: none"> <li>• No vaping advocacy</li> <li>• Eat healthy snacks campaign</li> <li>• Work with the school council to add a drink more water campaign</li> </ul>

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## Health Education Georgia Standards of Excellence

HE6.8.d	Identify the methods in which health messages can be altered to appeal to different age groups.	Example <ul style="list-style-type: none"><li>• Music</li><li>• Cartoons</li><li>• Celebrities</li></ul>
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## Seventh Grade Health Education

**Course: 17.00800**

*Students in seventh grade have an understanding of the origins and causes of diseases, including the relationship between family history and certain health risks. They begin to relate short- and long-term consequences of health choices and apply health skills to specific personal, family, and community health concerns. Students can discern relationships among all components of health and wellness and appropriately use consumer information.*

<b>Description:</b> Students will comprehend concepts related to health promotion and disease prevention to enhance health. Students will acquire basic personal health concepts that help maintain healthy behaviors and prevent disease. Seventh-grade students will describe patterns of healthy behaviors to prevent or reduce their risk of injury and/or illness throughout their lifespan.		
<b>HE7.1:</b> Students will comprehend concepts related to health promotion and disease prevention to enhance health.		
	<b>Expectations</b>	<b>Evidence of Student Learning</b>
HE7.1.a	Assess how healthy behaviors influence personal health and well-being.	Example <ul style="list-style-type: none"> <li>• Being physically active</li> <li>• Dental care</li> </ul>
HE7.1.b	Describe the interrelationship of emotional, social, and physical health in adolescence.	Example <ul style="list-style-type: none"> <li>• Environment</li> <li>• Exposure to violence</li> <li>• Relationships</li> </ul>
HE7.1.c	Cite how family history can impact personal health and well-being.	Example <ul style="list-style-type: none"> <li>• Certain diseases within a family</li> </ul>
HE7.1.d	Analyze how the environment can impact personal health.	Example <ul style="list-style-type: none"> <li>• Healthy food availability</li> <li>• Safe spaces</li> <li>• Air quality</li> </ul>
HE7.1.e	Explain ways to reduce or prevent health risks among adolescents.	Example <ul style="list-style-type: none"> <li>• Nutrition choices</li> <li>• Awareness of toxic shock syndrome dangers and symptoms</li> <li>• Health risks associated with alcohol, tobacco, and other drugs usage</li> <li>• Risks associated with piercings</li> </ul>

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## Health Education Georgia Standards of Excellence

HE7.1.f	Examine the risk of injury or illness if engaging in unhealthy behaviors. See O.C.G.A 20-2-143.	<p>Example</p> <ul style="list-style-type: none"> <li>• Abuse of alcohol;</li> <li>• Tobacco, other drugs, and sexual violence or abuse</li> </ul>
HE7.1.g	Examine the dynamics of healthy and unhealthy relationships, including the right to refuse sexual contact, the legal ramifications of sexual assault, and reporting to a trusted adult.	<p>Example</p> <ul style="list-style-type: none"> <li>• Communication skills around personal boundary setting</li> <li>• Dynamics of healthy versus unhealthy relationships</li> <li>• Reaching out for help including information on community resources</li> </ul>

**Description:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Seventh-grade students will compare how family, peers, and culture positively and negatively influence personal and family health. Students will examine how the media influences thoughts, feelings, and health behaviors.

**HE7.2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

	Expectations	Evidence of Student Learning
HE7.2.a	Investigate how the values and behaviors of those close to you influence your health.	<p>Example</p> <ul style="list-style-type: none"> <li>• Groups that you associate with that exercise and play sports</li> <li>• Families and friends that communicate and discuss health issues and concerns</li> </ul>
HE7.2.b	Discuss the influence of culture on health behaviors.	<p>Example</p> <ul style="list-style-type: none"> <li>• Pop culture and how images in film, television, and music are displayed</li> </ul>
HE7.2.c	Compare how family and other factors influence personal health and well-being.	<p>Example</p> <ul style="list-style-type: none"> <li>• Environment</li> <li>• Family traditions that maintain social bonds</li> <li>• Genetics</li> </ul>
HE7.2.d	Examine how information from the media influences personal health and well-being.	<p>Example</p> <ul style="list-style-type: none"> <li>• Describe the influence of and compare media mixed messages</li> <li>• Examine a variety of alcohol/tobacco advertisements and the messages being sent to adolescents</li> </ul>

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## Health Education Georgia Standards of Excellence

HE7.2.e	Interpret the influence of technology on personal health beliefs.	<p>Example</p> <ul style="list-style-type: none"> <li>• Describe the influence of social media as teens <i>like, share, or follow</i> fast food, sugary drink, candy, or snack brands</li> <li>• How do media messages about nutrition influence personal health beliefs?</li> </ul>
HE7.2.f	Explain the harmful effects of sexually explicit media, messaging, and images on self-esteem body image, and relationships.	<p>Example</p> <ul style="list-style-type: none"> <li>• Messages,</li> <li>• Videos</li> <li>• Music</li> <li>• Language</li> <li>• Gestures</li> <li>• Photographs</li> <li>• Text images</li> <li>• Pornography</li> </ul>
HE7.2.g	Indicate how the perceptions of norms influence healthy and unhealthy behaviors.	<p>Example</p> <ul style="list-style-type: none"> <li>• How do perceived norms such as “not all students smoke” negatively or positively influence behaviors?</li> <li>• Give examples of perceived norms and their influences</li> </ul>
HE7.2.h	Describe the influence of personal beliefs on health practices and behaviors.	<p>Example</p> <ul style="list-style-type: none"> <li>• Family schedule and bedtime</li> </ul>
HE7.2.i	Discuss how choices can influence the likelihood of healthy or unhealthy behaviors.	<p>Example</p> <ul style="list-style-type: none"> <li>• A choice to go on a hike with friends and the likelihood of being physically active</li> <li>• A choice to play video games and the likelihood of being inactive</li> </ul>
HE7.2.i	Interpret how school and public health policies can influence disease prevention.	<p>Example</p> <ul style="list-style-type: none"> <li>• Immunization policy</li> <li>• Policy on tobacco and alcohol products in a school or public setting and secondhand smoke</li> </ul>

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## Health Education Georgia Standards of Excellence

<b>Description:</b> Students will demonstrate the ability to access valid information, products, and services to enhance health. Seventh grade students will access valid health information and health-promoting products and services.		
<b>HE7.3:</b> Students will demonstrate the ability to access valid information, products, and services to enhance health.		
	<b>Expectations</b>	<b>Evidence of Student Learning</b>
HE7.3.a	Examine and differentiate the validity of health information, products, and services for disease prevention and health promotion	Example <ul style="list-style-type: none"> <li>• Reliable/unreliable web information</li> <li>• Facts/opinions</li> </ul>
HE7.3.b	Access valid health information from home, school, and community that enhances health.	Example <ul style="list-style-type: none"> <li>• Reliable adult</li> <li>• School media center</li> <li>• Local experts</li> <li>• Reliable web resources</li> </ul>
HE7.3.c	Investigate the accessibility of products that enhance health.	Example <ul style="list-style-type: none"> <li>• Clean water</li> <li>• Fresh fruits and vegetables</li> <li>• Prescribed medications</li> </ul>
HE7.3.d	Describe circumstances that may require professional health services and resources.	Example <ul style="list-style-type: none"> <li>• Infections</li> <li>• Poisoning</li> <li>• Suspected violence against a child</li> </ul>

<b>Description:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Seventh grade students will use effective communication skills to enhance personal, family, and community health. Seventh grade students will demonstrate verbal and nonverbal communication skills to improve or maintain healthy relationships.		
<b>HE7.4:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.		
	<b>Expectations</b>	<b>Evidence of Student Learning</b>
HE7.4.a	Apply effective verbal and nonverbal communication skills to enhance personal health and well-being.	Example <ul style="list-style-type: none"> <li>• Use appropriate facial expression</li> <li>• Aligned with words and actions</li> <li>• Avoid I message</li> <li>• Avoid blame</li> </ul>

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## Health Education Georgia Standards of Excellence

HE7.4.b	Demonstrate effective conflict management or resolution strategies and model refusal and negotiation skills that avoid or reduce health risks.	<p>Example</p> <ul style="list-style-type: none"> <li>• Remain calm</li> <li>• Be respectful</li> <li>• Do not escalate the conflict</li> <li>• Walk away</li> <li>• Non-violent and non-verbal communication to help prevent violence</li> </ul>
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**Description:** Students will demonstrate the ability to use decision-making skills to enhance health. Students will use decision-making skills to identify, apply, and maintain health-enhancing behaviors. Seventh-grade students will list the steps of the decision-making process, which enables them to collaborate with others to improve the quality of their lives. Students will distinguish between healthy and unhealthy behaviors and discuss their choice with peers.

**HE7.5:** Students will demonstrate the ability to use decision-making skills to enhance health.

	Expectations	Evidence of Student Learning
HE7.5.a	Describe situations that can help or hinder making a healthy decision and identify situations where making those decisions are more likely to occur.	<p>Example</p> <ul style="list-style-type: none"> <li>• Positive peer pressure</li> <li>• Negative peer pressure</li> <li>• Trusted adults influence</li> </ul>
HE7.5.b	Determine when an individual or collaborative decision-making is appropriate.	<p>Example</p> <ul style="list-style-type: none"> <li>• Possible harm to self or others</li> <li>• Legal considerations</li> <li>• Bullying situation</li> </ul>
HE7.5.c	Differentiate between healthy and unhealthy alternatives to health-related issues or problems.	<p>Example</p> <ul style="list-style-type: none"> <li>• Nutritional choices</li> <li>• Sleep needs</li> <li>• Screen time</li> <li>• Wearing a helmet when biking</li> </ul>
HE7.5.d	Relate the potential short-term impact of each alternative to health-related issues or problems on self and others.	<p>Example</p> <ul style="list-style-type: none"> <li>• Lack of sleep and inability to concentrate in school</li> <li>• Helmet when bike riding and injury risk</li> <li>• Screen time and time for physical activity</li> <li>• Sugary drinks and increased cavities</li> </ul>
HE7.5.e	Select healthy alternatives over unhealthy alternatives when making a decision.	<p>Example</p> <ul style="list-style-type: none"> <li>• Sleep versus screen time</li> <li>• Healthy versus unhealthy snacks</li> <li>• Regular dental care versus lack of dental care</li> </ul>

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## Health Education Georgia Standards of Excellence

HE7.5.f	Examine the outcomes of a health-related decision.	<p>Example</p> <ul style="list-style-type: none"> <li>• The decision not to vape</li> <li>• The decision to limit sugary snacks</li> <li>• The decision to spend time with family and friends</li> </ul>
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**Description:** Students will use goal-setting skills to identify, apply, and maintain health-enhancing behaviors. Seventh-grade students will apply the critical steps that should be used to achieve both short-term and long-term health goals. Students will demonstrate an understanding that circumstances may dictate a change in future health goals.

**HE7.6:** Students will demonstrate the ability to use goal-setting skills to enhance health.

	Expectations	Evidence of Student Learning
HE7.6.a	Examine the effectiveness of personal health practices.	<p>Example</p> <ul style="list-style-type: none"> <li>• Disease prevention</li> <li>• Injury prevention</li> <li>• Emotional well-being</li> </ul>
HE7.6.b	Select a personal health practice goal to improve personal health practice.	<p>Example</p> <ul style="list-style-type: none"> <li>• Healthy eating choices</li> </ul>
HE7.6.c	Demonstrate the skills necessary to achieve a personal health goal.	<p>Example</p> <ul style="list-style-type: none"> <li>• Select a goal-setting model</li> </ul> <p><b>Sample Model</b></p> <ol style="list-style-type: none"> <li>1. Write clear and measurable goals</li> <li>2. Create a specific action plan</li> <li>3. Read your goals and visualize yourself accomplishing them</li> <li>4. Reflect on your progress</li> <li>5. Revise if needed</li> <li>6. Celebrate accomplishments</li> </ol>
HE7.6.d	Relate how personal health goals can vary with differing skills and priorities.	<p>Example</p> <ul style="list-style-type: none"> <li>• Fitness level desired and activities to achieve the desired level</li> </ul>

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## Health Education Georgia Standards of Excellence

<p><b>Description:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Seventh-grade students will identify how diseases and injuries can be prevented by reducing harmful and at-risk behaviors. Students will demonstrate how to reduce harmful and at-risk behaviors to enhance their health.</p>		
<p><b>HE7.7:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>		
	<b>Expectations</b>	<b>Evidence of Student Learning</b>
HE7.7.a	Describe the importance of accepting responsibility for personal health behaviors.	<p>Example</p> <ul style="list-style-type: none"> <li>• Discuss the importance, as well as the positive and negative consequences of personal health behaviors</li> <li>• Describe how to make personal behavior choices around sleep time, screen time, healthy eating, and physical activity</li> </ul>
HE7.7.b	Create personal examples of healthy behaviors that will maintain or improve the health of self and/or others.	<p>Example</p> <ul style="list-style-type: none"> <li>• Bullying prevention,</li> <li>• Not littering</li> <li>• Choosing healthy foods</li> </ul>
HE7.7.c	Demonstrate behaviors to avoid or reduce health risks to self and/or others.	<p>Example</p> <ul style="list-style-type: none"> <li>• Healthy eating</li> <li>• Stress relief techniques</li> </ul>
HE7.7.d	Demonstrate how to treat all individuals with respect and dignity. Learning how to appropriately disagree with others is a valued skill set.	<p>Example</p> <ul style="list-style-type: none"> <li>• Roleplay accepting new students</li> <li>• Roleplay someone joining a club or team</li> </ul>

<p><b>Description:</b> Students will demonstrate the ability to advocate for personal, family, and community health. Seventh-grade students will develop a wide variety of advocacy skills such as persuasiveness, collaboration, and communication techniques. Advocacy skills will help students promote healthy norms and behaviors.</p>		
<p><b>HE7.8:</b> Students will demonstrate the ability to advocate for personal, family, and community health.</p>		
	<b>Expectations</b>	<b>Evidence of Student Learning</b>
HE7.8.a	Support a health-enhancing position with evidence-based information.	<p>Example</p> <ul style="list-style-type: none"> <li>• Class debate present and support a position</li> </ul>
HE7.8.b	Demonstrate strategies that influence and support others to make positive health choices.	<p>Example</p> <ul style="list-style-type: none"> <li>• Create a message with positive health themes such as brushing teeth, wearing sunblock</li> <li>• Encourage friends and family to drink water</li> </ul>

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## Health Education Georgia Standards of Excellence

HE7.8.c	Collaborate with others to advocate for the health of individuals and families.	Example <ul style="list-style-type: none"><li>• Work with the school council to add a drink more water campaign</li></ul>
HE7.8.d	Analyze the ways that health messages can be altered to reach different audiences.	Example <ul style="list-style-type: none"><li>• Music</li><li>• Cartoons</li><li>• Celebrities</li></ul>

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## Eighth Grade

### Health Education

**Course 18.09100**

*Students in eighth grade integrate a variety of health concepts, skills, and behaviors to plan for their personal health goals. These include the prevention of disease and chemical addiction for the promotion of a healthy lifestyle. Students demonstrate confidence in their knowledge and skills. They see themselves as having a role in creating a healthy lifestyle for themselves as individuals, for their families, and the larger community. These students will engage in promoting health in their community.*

<b>Description:</b> Students will comprehend concepts related to health promotion and disease prevention to enhance health. Eighth-grade students will describe patterns of healthy behaviors to prevent or reduce the risk of injury and/or illness throughout their lifespan. Students will examine personal well-being and how their surroundings can impact each aspect of health.		
<b>HE8.1:</b> Students will comprehend concepts related to health promotion and disease prevention to enhance health.		
	<b>Expectations</b>	<b>Evidence of Student Learning</b>
HE8.1.a	Analyze the relationships between behaviors and personal health.	Example <ul style="list-style-type: none"> <li>• Being physically active</li> <li>• Dental care</li> </ul>
HE8.1.b	Summarize the interrelationships of personal health and well-being.	Example <ul style="list-style-type: none"> <li>• Mental, physical, emotional, social</li> </ul>
HE8.1.c	Analyze how the environment affects personal health.	Example <ul style="list-style-type: none"> <li>• Available healthy food</li> <li>• Clean air</li> </ul>
HE8.1.d	Research how heredity can impact personal health and well-being.	Example <ul style="list-style-type: none"> <li>• Health and dietary habits, genetic predisposition</li> </ul>
HE8.1.e	Describe ways to reduce or prevent injuries and other adolescent health occurrences.	Example <ul style="list-style-type: none"> <li>• Awareness of toxic shock syndrome dangers and symptoms</li> <li>• Health risks associated with alcohol, tobacco, and other drugs usage</li> <li>• Risks associated with tattoos and body piercings</li> </ul>

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## Health Education Georgia Standards of Excellence

HE8.1.f	Explain how comprehensive health care can promote personal health and well-being.	Example <ul style="list-style-type: none"> <li>• Regular check-ups and screenings</li> <li>• Regular inoculations</li> </ul>
HE8.1.g	Describe the benefits of and barriers to practicing behaviors that impact personal health and well-being.	Example <ul style="list-style-type: none"> <li>• Prescription drug accessibility</li> <li>• The proximity of healthy food</li> <li>• The proximity of recreational areas</li> </ul>
HE8.1.h	Examine the correlation and impact of injury or illness if engaging in unhealthy behaviors.	Example <ul style="list-style-type: none"> <li>• Substance use and academic performance</li> <li>• Eating disorders, and overall health</li> </ul>

**Description:** Students will comprehend concepts related to health promotion and disease prevention to enhance health. Eighth-grade students will describe patterns of healthy behaviors to prevent or reduce the risk of injury and/or illness throughout their lifespan. Students will examine personal well-being and how their surroundings can impact each aspect of health.

**HE8.1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

	Expectations	Evidence of Student Learning
HE8.1.i	Understand the relationship between key nutrients in food sources to promote health and prevent chronic disease.	Example <ul style="list-style-type: none"> <li>• Protein provides muscle, bone, skin, and hair health</li> <li>• Carbohydrates fuel the body, and aides in the central nervous system and brain health</li> <li>• Healthy fats can help balance blood sugar, decreased the risk of heart disease and diabetes.</li> </ul>
HE8.1.j	Compare ways to reduce or prevent injuries.	Example <ul style="list-style-type: none"> <li>• Seat belt</li> <li>• Water safety</li> <li>• Bicycle safety</li> </ul>
HE8.1.k	Describe how sharing or posting personal information electronically about self or others on social media sites can negatively impact the personal safety of self or others.	Example <ul style="list-style-type: none"> <li>• Chat groups</li> <li>• E-mail</li> <li>• Texting</li> <li>• Websites</li> <li>• Apps</li> </ul>

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## Health Education Georgia Standards of Excellence

HE8.1.l	Describe types of violent behaviors and available resources to obtain support.	<p>Example</p> <ul style="list-style-type: none"> <li>• Bullying</li> <li>• Dating/family violence</li> <li>• Sexual assault</li> <li>• Verbal/physical abuse, rape</li> </ul>
HE8.1.m	Examine the dynamics of healthy and unhealthy relationships. Students should be made aware that they have the right to refuse to participate in activities (drug use, criminal, sex, bullying ex...) and such activities should be reported to a trusted adult. See O.C.G.A 20-2-143.	<p>Example</p> <ul style="list-style-type: none"> <li>• Healthy: <ul style="list-style-type: none"> <li>○ Good communication.</li> <li>○ Respect.</li> <li>○ Honesty and openness.</li> <li>○ Support</li> <li>○ Compromise</li> </ul> </li> <li>• Unhealthy relationship: <ul style="list-style-type: none"> <li>○ Control</li> <li>○ Hostility</li> <li>○ Dishonesty</li> <li>○ Disrespect</li> <li>○ Dependence</li> <li>○ Intimidation</li> <li>○ Physical Violence</li> <li>○ Sexual Pressure/Violence</li> </ul> </li> </ul>
HE8.1.n	Identify the qualities of a healthy dating relationship.	<p>Example</p> <ul style="list-style-type: none"> <li>• Respect</li> <li>• Honesty</li> <li>• Good communication</li> </ul>

**Description:** Students will comprehend concepts related to health promotion and disease prevention to enhance health. Eighth-grade students will describe patterns of healthy behaviors to prevent or reduce the risk of injury and/or illness throughout their lifespan. Students will examine personal well-being and how their surroundings can impact each aspect of health.

**HE8.1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

	Expectations	Evidence of Student Learning
HE8.1.o	Analyze the signs, symptoms, and resources for people who engage in self-harming behavior. Discuss resources available to combat the behavior.	<p>Example</p> <ul style="list-style-type: none"> <li>• Suicide attempts</li> <li>• Cutting</li> <li>• Isolation</li> <li>• Experimental substance use</li> </ul>

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## Health Education Georgia Standards of Excellence

HE8.1.p	Understand school policy and state laws regarding the use, possession, and sale of substances.	Example <ul style="list-style-type: none"> <li>• Alcohol</li> <li>• Opioid and illegal drug use</li> <li>• Smoking and vaping</li> </ul>
HE8.1.q	Explain the relationship between intravenous drug use and the transmission of blood-borne diseases.	Example <ul style="list-style-type: none"> <li>• HIV/AIDs</li> </ul>
HE8.1.r	Explain the unintended outcomes of risky behavior.	Example <ul style="list-style-type: none"> <li>• Injury</li> <li>• Addiction</li> <li>• STD's</li> </ul>
HE8.1.s	Discuss the unintended physical, mental, emotional, financial, educational, legal, and social outcomes of sexual activity. See O.C.G.A 20-2-143; CODE IDB 160-4-2-.12	Example <ul style="list-style-type: none"> <li>• Pregnancy</li> <li>• STD's</li> <li>• Discuss the reason(s) abstinence from sexual activity is an effective method of preventing acquired immune deficiency syndrome and the only sure method of preventing pregnancy and sexually transmitted diseases.</li> <li>• Analyze the risks and consequences of early sexual involvement and sexual activity outside of marriage.</li> </ul>
HE8.1.t	Identify signs and situations that contribute to Human Trafficking	Example <ul style="list-style-type: none"> <li>• Target a victim</li> <li>• Gain trust</li> <li>• Fill a need</li> <li>• Isolate the victim</li> </ul>
HE8.1.u	Describe where to report concerns and seek out help concerning Human Trafficking	Example <ul style="list-style-type: none"> <li>• State and national human trafficking hotlines</li> </ul>
HE8.1.v	Explain the legal age of consent in Georgia. (Current law 2020 age of 16 O.C.G.A 16-6-3)	Example <ul style="list-style-type: none"> <li>• Awareness of Georgia Code <b>Title 16. Crimes and Offenses § 16-6-3:</b> <ul style="list-style-type: none"> <li>○ “Statutory rape is when someone engages in sexual intercourse with any person under the age of 16 years.”</li> <li>○ “A person convicted of the offense of statutory rape shall be punished by imprisonment for not less than one nor more than 20 years.” (Note: 21 years or older punishment increases)</li> </ul> </li> </ul>

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## Health Education Georgia Standards of Excellence

		<ul style="list-style-type: none"> <li>○ If the victim is at least 14 but less than 16 years of age and the person convicted of statutory rape is 18 years of age or younger and is no more than four years older than the victim, such person shall be guilty of a misdemeanor.</li> <li>● Awareness of relevant U.S. federal laws, which forbid exploitation of children. <b>18 U.S. Code § 2422</b> - Coercion and enticement, forbids the use of interstate means of communication, to <i>persuade or entice a minor</i> (defined as under 18) <i>to be involved in a criminal sexual act</i>. This would include instant messenger program.</li> </ul>
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**Description:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Eighth-grade students will focus on identifying and understanding the diverse internal and external factors that positively and negatively influence health practices and behaviors. Students will conclude how the family, peers, culture, and media influence personal and family health. Eighth graders will review how policies and regulations influence health promotion and risk reduction.

**HE8.2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

	Expectations	Evidence of Student Learning
HE8.2.a	Analyze how family, peers, culture, and environment influence personal health and well-being and family health.	<p>Example</p> <ul style="list-style-type: none"> <li>● Groups that exercise and play sports</li> <li>● Families and friends that communicate and discuss health issues and concerns</li> </ul>
HE8.2.b	Explain how adolescent perceived norms influence healthy and unhealthy behaviors.	<p>Example</p> <ul style="list-style-type: none"> <li>● Peer pressure</li> <li>● Relationships</li> <li>● Substance use</li> </ul>
HE8.2.c	Explain the influence of personal values and beliefs on individual health practices and behaviors.	<p>Example</p> <ul style="list-style-type: none"> <li>● Environment,</li> <li>● Family traditions and social bonds</li> <li>● Genetics</li> </ul>
HE8.2.d	Explain the harmful effects of pornographic media, messaging, and images.	<p>Example</p> <ul style="list-style-type: none"> <li>● Messages</li> <li>● Videos</li> <li>● Language</li> <li>● Photographs</li> </ul>

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## Health Education Georgia Standards of Excellence

HE8.2.e	Describe how some health risk behaviors can influence the likelihood of engaging in other unhealthy behaviors.	Example <ul style="list-style-type: none"> <li>• Gateway drug use</li> <li>• Alcohol and substance use and driving under the influence</li> <li>• Alcohol and substance use impact decision-making ability</li> </ul>
HE8.2.f	Explain how school and public health policies can influence health promotion and disease prevention.	Example <ul style="list-style-type: none"> <li>• Immunization policy and the spread of childhood diseases</li> <li>• Policy on tobacco and alcohol products in a school or public setting</li> </ul>

**Description:** Students will demonstrate the ability to access valid information and products and services to enhance health. Eighth-grade students will analyze the validity of health information, products, and services to promote well-being and prevent disease.

**HE8.3:** Students will demonstrate the ability to access valid information, products, and services to enhance health.

	Expectations	Evidence of Student Learning
HE8.3.a	Analyze the validity of health information, products, and services to promote personal health and well-being and prevent disease.	Example <ul style="list-style-type: none"> <li>• Reliable/unreliable web information</li> <li>• Facts/opinions</li> </ul>
HE8.3.b	Critique valid health information from home, school, and community, to enhance personal health and well-being.	Example <ul style="list-style-type: none"> <li>• Articles and news stories</li> <li>• Wellness apps</li> <li>• Websites</li> </ul>
HE8.3.c	Analyze products that enhance well-being and the accessibility of those products within the community.	Example <ul style="list-style-type: none"> <li>• Exercise programs</li> <li>• Vitamins</li> </ul>

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## Health Education Georgia Standards of Excellence

<p><b>Description:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Eighth-grade students will appropriately demonstrate verbal and nonverbal skills to maintain healthy relationships. Students will differentiate how communication skills are the basis for strengthening interpersonal interactions and reducing or avoiding conflict.</p>		
<p><b>HE8.4:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>		
	<b>Expectations</b>	<b>Evidence of Student Learning</b>
HE8.4.a	Apply effective verbal and nonverbal communication skills to enhance personal health and well-being.	<p>Example</p> <ul style="list-style-type: none"> <li>• Use appropriate facial expression</li> <li>• Aligned with words and actions</li> <li>• Avoid I messages</li> <li>• Avoid blame</li> </ul>
HE8.4.b	Demonstrate refusal and negotiation skills that avoid or reduce health risks.	<p>Example</p> <ul style="list-style-type: none"> <li>• Roleplay                             <ul style="list-style-type: none"> <li>• Refusal:                                     <ul style="list-style-type: none"> <li>○ Saying no and meaning it</li> <li>○ Making a joke</li> <li>○ Changing the subject</li> <li>○ Give a reason why it is a bad idea</li> <li>○ Walk away</li> </ul> </li> <li>• Negotiation                                     <ul style="list-style-type: none"> <li>○ Outline conflict</li> <li>○ Brainstorm solutions</li> <li>○ Evaluate solutions</li> <li>○ Choose a solution</li> <li>○ Implement the solution</li> <li>○ Check-in and evaluate if needed</li> </ul> </li> </ul> </li> </ul>
HE8.4.c	Demonstrate effective conflict management and/or resolution strategies.	<p>Example</p> <ul style="list-style-type: none"> <li>• Remain calm</li> <li>• Be respectful</li> <li>• Do not escalate the conflict</li> <li>• Walk away</li> <li>• Non-violent and non-verbal communication to help prevent violence</li> </ul>
HE8.4.d	Model how to ask for assistance to enhance the health of self and others.	<p>Example</p> <ul style="list-style-type: none"> <li>• Roleplay student-developed scenarios</li> </ul>

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## Health Education Georgia Standards of Excellence

<b>Description:</b> Students will demonstrate the ability to use decision-making skills to enhance health. Eighth-grade students will model the steps of the decision-making model and analyze the importance of seeking assistance before making a decision.		
<b>HE8.5:</b> Students will demonstrate the ability to use decision-making skills to enhance health.		
	<b>Expectations</b>	<b>Evidence of Student Learning</b>
HE8.5.a	Identify health-related situations that might require a health-enhancing decision.	Example <ul style="list-style-type: none"> <li>• Fatigue</li> <li>• Lack of sleep</li> <li>• Tooth decay</li> </ul>
HE8.5b	Analyze when assistance is needed in making a health-related decision.	Example <ul style="list-style-type: none"> <li>• Possible harm to self or others</li> <li>• Legal considerations</li> <li>• Bullying situation</li> </ul>
HE8.5.c	Discuss healthy options to promote well-being and prevent disease.	Example <ul style="list-style-type: none"> <li>• Nutritional choices</li> <li>• Sleep needs</li> <li>• Screen time</li> <li>• Wearing a helmet when biking</li> </ul>
HE8.5.d	Critique the potential outcomes of health-related scenarios when making a decision.	Example <ul style="list-style-type: none"> <li>• Healthy food selection</li> <li>• Car and bicycle safety</li> <li>• Reduce screen time and time to increase physical activity</li> <li>• Decrease sugary drinks and tooth decay</li> </ul>
HE8.5.e	Support choosing a healthy option when making a decision.	Example <ul style="list-style-type: none"> <li>• Sleep</li> <li>• Snacks</li> <li>• Regular dental care</li> </ul>

<b>Description:</b> Students will demonstrate the ability to use goal-setting skills to enhance health. Eighth-grade students will utilize critical thinking skills to achieve both short-term and long-term personal health and well-being goals. Students should be prepared to adjust goals when faced with changing abilities, priorities, and responsibilities.		
<b>HE8.6:</b> Students will demonstrate the ability to use goal-setting skills to enhance health.		
	<b>Expectations</b>	<b>Evidence of Student Learning</b>
HE8.6.a	Evaluate personal health practices.	Example <ul style="list-style-type: none"> <li>• Emotional well-being</li> <li>• Disease prevention</li> <li>• Injury prevention</li> </ul>

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## Health Education Georgia Standards of Excellence

HE8.6.b	Develop a goal to adopt, maintain, or improve a personal health practice.	Example <ul style="list-style-type: none"> <li>Select a goal-setting model</li> <li>Write clear and measurable goals</li> </ul>
HE8.6.c	Outline the strategies and skills necessary to attain a personal health goal.	Example <ul style="list-style-type: none"> <li>Create a specific action plan</li> <li>Read your goals and visualize yourself accomplishing them.</li> <li>Reflect on your progress</li> <li>Revise if needed</li> <li>Celebrate accomplishments</li> </ul>
HE8.6.d	Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.	Example <ul style="list-style-type: none"> <li>Goals aligned to school responsibilities</li> <li>Goals aligned to abilities ( swim, run or skate for aerobic fitness)</li> <li>Food choices</li> </ul>
HE8.6.e	Explain how risky health behaviors can affect achieving long-term health goals	Example <ul style="list-style-type: none"> <li>Sexual activity</li> <li>Substance abuse</li> <li>Physical activity</li> </ul>

**Description:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Eighth-grade students will summarize strategies that improve healthy behaviors and collaborate with other students in developing healthy lifestyles to achieve wellness for a lifetime.

**HE8.7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

	Expectations	Evidence of Student Learning
HE8.7.a	Connect the relationship between assuming responsibility for personal health and avoiding risky behaviors.	Example <ul style="list-style-type: none"> <li>Discuss the importance, as well as the positive and negative consequences of personal health behaviors</li> <li>Describe how to make personal behavior choices around sleep time, screen time, healthy eating, and physical activity</li> </ul>
HE8.7.b	Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.	Example <ul style="list-style-type: none"> <li>Sleep log,</li> <li>Screen time log</li> </ul>
HE8.7.c	Analyze and apply behaviors that eliminate or reduce health risks to self and/or others	Example <ul style="list-style-type: none"> <li>Healthy eating</li> <li>Stress relief techniques</li> <li>Positive peer influences,</li> <li>Refusal skills</li> </ul>

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## Health Education Georgia Standards of Excellence

<p><b>Description:</b> Students will advocate for personal, family, and community health and well-being. Eighth-grade students will develop-culturally competent advocacy skills and health messages to encourage others to adopt healthy behaviors.</p>		
<p><b>HE8.8:</b> Students will demonstrate the ability to advocate for personal, family, and community health.</p>		
	<b>Expectations</b>	<b>Evidence of Student Learning</b>
HE8.8.a	Debate a health issue using evidence-based information.	<p>Example</p> <ul style="list-style-type: none"> <li>• Class debate presenting and supporting a position</li> </ul>
HE8.8.b	Design strategies that will influence and support others to make positive health choices.	<p>Example</p> <ul style="list-style-type: none"> <li>• Create a messaging strategy promoting positive health themes such as brushing teeth and wearing sunblock</li> <li>• Encourage friends and family to drink water through an infographic</li> </ul>
HE8.8.c	Collaborate with others to advocate for the personal health and well-being of individuals, families, and schools.	<ul style="list-style-type: none"> <li>• Example: Work with the school council to add a drink more water campaign</li> </ul>
HE8.8.d	Analyze ways in which health messages and communication methods can be delivered for all audiences.	<p>Example</p> <ul style="list-style-type: none"> <li>• Music</li> <li>• Cartoons</li> <li>• Celebrities</li> </ul>

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